

ESLP Overview

Dr. Kristen Pennycuff Trent

ELL? ELD? ESL?

- ELL stands for English Language Learner
 - Student
- ELD stands for English Language Development
 - Class
- ESL stands for English as a Second Language
 - Subject

Who is LEP?

- Limited English Proficiency
- LEP is a term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English only classrooms.

Federal Definition for LEP Students

- Are aged 3 to 21
- Enrolled or preparing to enroll in an elementary school or a secondary school
- Are either not born in the United States or whose native languages are languages other than English and/or Native American and/or come from an environment where languages other than English has a significant impact on their language proficiency and/or are migratory and come from an environment where languages other than English is dominant
- Whose difficulties in speaking, reading, writing, or understanding the English language may be insufficient to deny the individuals the ability to meet the State's proficient level of achievement on the State assessments and/or the ability to successfully achieve in classrooms where the language of instruction is English and/or the opportunity to participate fully in society.

Who's LEP in Tennessee?

A student is LEP if he/she "has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society due to one or more of the following reasons:

1. was not born in the United States
2. speaks a native language other than English
3. comes from an environment where a language other than English is dominant.

LEP Facts

- There are more than 460 languages spoken by LEP students throughout the country. TN has more than 130 languages represented in the State.
- There are more than 5.5 million LEP students in the U.S. There were approximately 23,799 LEP assessed in TN in 2005-2006.

How many ELLs are there in US schools?

According to data collected by the Census Bureau through the 2004 American Community Survey, there were 4,559,643 children, ages 3-21, reported as speaking, less than “very well,” a language other than English.

How do we know in TN?

■ **Home Language Survey**

- All students entering a U.S. public school, must be administered a home language survey. This survey should be kept in the child's cumulative folder. The State of Tennessee recommends the following questions:
 - What is the first language your child learned to speak?
 - What language does your child speak most often outside of school?
 - What language do people usually speak in your child's home?
- If the answer to any of the above questions is a language other than English, the child will be classified as Non-English Language Background (NELB) and assessed for English proficiency.

What are the five states with the largest numbers of ELLs?

- California: 1,591,525
- Texas: 684,007
- Florida: 299,346
- New York: 203, 583
- Illinois: 192,764

What are the five states with the largest density of ELLs within their school-age population?

- California: 25.7%
- New Mexico: 22.4%
- Nevada: 18.1%
- Texas: 15.5%
- Alaska: 15.1%

What are the 5 states that have experienced the greatest growth in their ELL population in the last decade?

- South Carolina: 714.2%
- Kentucky: 417.4%
- Indiana: 407.8%
- North Carolina: 371.7%
- Tennessee: 369.9%

What percentage of the ELL student population is foreign born?

- More ELLs are native born than foreign born.
- In elementary grades, 24% are foreign-born.
- In secondary grades, 44% are foreign born.

Demographics

- There are approximately 5.5 million non-English speaking students in US public schools
- 440 different languages are spoken among them
- 80% speak Spanish
- 19 states have experienced more than 200% growth over the past 10 years.

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- North Carolina: 371.7%
- Tennessee: 369.9%

What languages do TN ELLs speak?

- 1. Spanish: 71.4%
- 2. Arabic: 5%
- 3. Kurdish: 3.8%
- 4. Vietnamese: 3.2%
- 5. Somali: 1.9%
- 6. Korean: 1.3%
- 7. Chinese: 1.2%
- 8. Lao: 1.2%
- 9. German: .9%
- 10. Russian: .8%

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School facts:

- 92% of ELLs in elementary school receive language-related services
- 88% of ELLs in middle school receive language related services
- 86% of ELLs in high school receive language related services
- 48% of ELLs in elementary school receive native language instruction
- 25% of ELLs in high school receive native language instruction

What does this mean for secondary schools?

- One out of seven high school sophomores is from a language minority group.
- 2.7% of the secondary school population are newcomer students.
- 10.6% of the ELLs in secondary schools may be students with interrupted formal schooling.

Impact to the community:

- 21% of Latino youth are dropouts (8% white, 12% black)
- 40% of Latino youth speak English poorly
- 39% of Mexican immigrants drop out
- Latino youth have little more than a 50-50 chance of graduation

Limited English Proficient Students

- More than 10 million students currently enrolled in the U.S. come from home in which a language other than English is spoken.
- Close to 4 million language minority students do not yet have sufficient skills in English to succeed in an English-only classroom.

Changes for ESL in TN

- New accommodations for testing
- New criteria for first year ELLs
- Data collection
- Test

Appropriate Assessment from Kathleen Leos, Associate Deputy Secretary

“English language proficiency and
Language arts Assessment are not
designed for the same Purpose.
English Language arts assessment
Should not be used to measure
English language Proficiency.”

*From a powerpoint: “Office of English Language Acquisition” given
January 2007.*

Program designs

- Basically: Bilingual or English-only
- In Tennessee:
 - Pull-out
 - Structured immersion
 - Sheltered immersion
(also called alternate immersion)

Program designs recognized by the federal government

Bilingual:

- ❖ Early exit
- ❖ Late exit
- ❖ Dual immersion

ESL:

- ❖ Pull out
- ❖ Push in
- ❖ Structured immersion
- ❖ Specially designed academic instruction in English
- ❖ Sheltered classes/content based classes

ESL Teacher:Student Ratio

- Currently: 1:45 for funding
- Proposed: to be lowered every year

ESL – Best Practices

- Goal 1: To use English to communicate in social settings.
- Goal 2: To use English to achieve academically in all content areas
- Goal 3: To use English in socially and culturally appropriate ways.

Best Practices are based on these tenets.

- Language is functional.
- Language varies.
- Language learning is cultural learning.
- Language acquisition occurs through meaning: use and interaction.
- Language processes develop interdependently.
- Native language proficiency contributes to second language acquisition.
- Bilingualism is an individual and a societal asset.

Goal 1

- Use English to participate in social interaction.
- Interact in, through, and with spoken and written English for personal expression and enjoyment.
- Use learning strategies to extend their communicative competence.

Goal 2

- Use English to interact in the classroom.
- Use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Use appropriate learning strategies to construct and apply academic knowledge.

Goal 3

- Use the appropriate language variety, register, and genre according to audience, purpose, and setting
- Use nonverbal communication strategies appropriate to audience, purpose, and setting
- Use appropriate learning strategies to extend their sociolinguistic and socio-cultural competence.

Useful ESL Websites

- www.ncela@gwu.edu
- www.ed.gov
- www.ed.gov/offices/oela
- www.cal.org/delss
- www.cal.nlp
- www.dartmouth.edu/~lpetitto
- www.state.tn.us/education/fedprog/fpesl.shtml